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ABSTRACT

In 1983 the North Carolina Commission of Indian Affairs received a grant to increase Indian participation in Adult Basic Education (ABE) programs at community colleges in Hoke, Scotland, Halifax, and Warren counties. There were 135 Indian adults recruited in the 4 counties--68% female and 32% male. Ages ranged from 18 and younger (6%) to over 60 (16%) with 24% of the students aged 19-25, 3% aged 24-40, and 23% aged 41-60. Four classrooms were set up in the target counties in locations convenient for students. The community colleges established classrooms conducive to learning and provided Indian instructors and aides for three of the four classroom sites. Off-campus locations were selected because it was believed that Indian ABE students would be uncomfortable on the college campuses and unlikely to attend classes in those locations. A recruiter/counselor met with each participant to identify personal, educational, and career goals and planned field trips that made students aware of employment opportunities available in their communities. The retention rate for project participants was greater than 50%; 8 students obtained high school equivalency certificates; 3 students enrolled in a community college vocational program; and 30% of the students found jobs while participating in the program. (JHZ)

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NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS

PROGRAM EVALUATION

AND

IMPLEMENTATION REPORT

March 29, 1985

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"I wanted a job so bad but was always rejected because of my education. I have a job now, not a big job, but next year I will".

Halifax County
ABE Program Participant

PROGRAM EVALUATION & IMPLEMENTATION REPORT

ADULT BASIC EDUCATION PROGRAM

In 1983, the North Carolina Commission of Indian Affairs was awarded a grant by the North Carolina Department of Community Colleges to increase the Indian participation in ABE programs in the local community colleges located in Hoke, Scotland, Halifax & Warren counties. The following objectives of the program were achieved during the program year.

A total of 135 Indian adults were recruited in the four counties named above. Each student was asked to complete an application prior to enrollment. (See Appendix A)

Sixty eight percent of the participants were female and 32% were male. Six percent of the students recruited were 18 years old and less, 24% were between the ages of 19 & 25, 31% were 25-40 years old, 23% were between 41 & 60, and 16% were over 60. Our student population was found in all age groups, therefore, the findings and conclusions will indicate a successful approach when serving all age groups. The anticipated goal of 120 was exceeded during the program year. Four classroom sites were set up in the target counties in a location convenient to the students in cooperation with Halifax Community College, Sandhills Community College and Richmond Technical Institute.

Those adult Indians who need basic reading and writing skills are also individuals who are not likely prepared for the adjustment to the classroom environment in the local community college. Few of these individuals have spent time in the public school system and the time actually spent in such a setting proved to be frustrating and discouraging. For the students to participate in an ABE class at the community college would be a traumatic, frightening experience. By establishing an "Indian

classroom" students were encouraged to attend the classes because of their familiarity with their classmates and the support given to each other in and out of the classroom. The support system created by the establishment of an "Indian classroom" allowed students to study their subjects together and encourage each other to attend class as well as identify other friends and family members who needed to enroll in an ABE program.

The retention rate for the project participants was greater than 50%. Eight students completed the entire program and received GED's with three of them enrolling into a vocational program offered by the local community college.

Every effort was made by the local community college to establish classrooms which were conducive to learning and Indian instructors and aides were provided for three of the four classroom sites.

The recruiter/counselor met with each participant recruited to identify their personal, educational and career goals. Such goals were identified by the student and served as a contract. Periodic sessions were held with the student and recruiter/counselor to assess the actual results of the goals set. (Appendix B) Such an accountability system indicated to the student a concern for his/her growth and also encouraged the student to set goals and accomplish them.

The effects of low educational achievement are many including poverty level income, low employability skills and low self-esteem. An objective of the program was to increase the job readiness and marketability of project participants by increasing their educational levels. The recruiter/counselors took this objective one step further by exposing the participants to the career and employment opportunities available to them. Workshops and campus tours were provided by the local community colleges and employment security commission. Exposing the

students to the opportunities available in their area encouraged the students to increase their educational levels. Sixty-two percent of the students receiving GEDs gained meaningful employment. Thirty percent of the program participants found jobs while participating in the program as a result of approaching their educational level.

There existed a common bond between the recruiter/counselors, students and teachers in each community. The program initiated a strong support system between the three groups. Interviews and evaluation reports were conducted to assess the value and worth of the program to each participant.

"I have taught several ABE classes in the past, but the care and concern among all people involved has been the core for learning, because if the students had nothing else, they had each other", said Joseph Richardson, teacher for the Halifax County class site.

Evaluations indicate the success of the program versus other programs. The specialized services and the expressed care and concern offered by the commission's ABE program encouraged students to continue the program.

"Indian adults having low educational levels lack self-esteem and confidence. Having a counselor that students can go to that cares is support and encouragement that is strong. I can already foresee losing students if we lose that support", said Tommy Jacobs, teacher for Hoke County.

The strong support system and encouragement experienced by the students is evident from the attached list of comments taken from student evaluations. (Appendix C)

It is apparent through statistics, interviews and evaluations that the ABE program conducted in Hoke, Halifax, Scotland and Warren counties was a success and initiated a positive attitude about the community

college/technical institute system. Such an awareness and support system must continue.

In order to replicate the described approach to lower the illiteracy rate and increase the participation in community college ABE programs, special services must be provided for special people. Before designing a recruitment program to target the Indian adult or other groups of people, the characteristics of the participant population and community must be known. These characteristics are known best by members of that population who have lived and experienced the same. Since the illiterate Indian adult possesses low self-esteem, he/she must not be placed in a traditional multi-ethnic classroom with students and instructors who may lack sensitivity to Indian culture. Such an experience has proven frightening and traumatic to many Indian learners and has contributed to their failure to complete school. The positive experience of the student in a comfortable classroom setting enhances the student's self-esteem and leads to a positive placement in the job market or continuing education program at the local community college. Therefore, it can be concluded that the adult Indian learner learns best in an environment that is comfortable and familiar.

Therefore, our findings indicate that special provisions for a special population contributes to maximum output and development of the participants.

North Carolina Commission of Indian Affairs
Adult Basic Education: Application/Intake

Application Date:

1. Name:

2. Social Security #:

3. U.S. Citizen:
() Yes () No

4. Phone:

5. Address (Street, City, Zip)

6a. Family Status:
() Single Parent
() 2 Parent Home
() Independent
() Other

6b.
() Single
() Married
() Divorced
() Separated
() Widowed

7. No. in Family:

8. No. Dependents:

9. Ethnic Group
() White
() Black
() Am. Indian
() Hispanic
() Asian
() Other

10. Sex:
() Male
() Female

12. Est. Family Income
$ mth.

11. Birthdate:

Age:

13. Family Receive Public Assistance?
() Yes () No
If yes, type(s) () AFDC
() SSI
() Food Stamps

14. Last School Attended:

Last Grade Attended (circle)
1 2 3 4 5 6 7 8 9 10 11 12

Eligibility: () Probable Continue
() No Stop Here.

STUDENT GOALS/OBJECTIVES

Class Schedule--Day/Time:

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:

I certify that this information is true to the best of my knowledge. I know that the information is subject to verification and that support documents may be required. I know that I will be terminated if found ineligible after enrollment and that I may be prosecuted for fraud and/or perjury. I authorize release of this information for verification and understand that it may only be used to determine eligibility.

Applicant Signature

Recruiter/Counselor	Enrollment Site:	Enrollment Date:

Comments:

NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS

Appendix B

ADULT BASIC EDUCATION

Career and Education Goals/Objectives

Student:	Teacher:	Time Period: From To
GOAL	OBJECTIVES	ACTUAL RESULTS
This Plan Has Been Discussed and Developed Together.		
Recruiter/Counselor Signature:	Date:	Student Signature:	Date:

"I started the ABE program because my children needed help with school and I couldn't help them, but I will."

"My counselor gave me confidence and believed that I could to it."

"In future programs I would like to see more people doing the same because my learning experience cannot be explained."

"The program has taught me that even I can go to college one day."

"The most exciting thing about the program is that I can not only do general math but also fractions which is a miracle."

"I wanted a job so bad but was always rejected because of my education. I have a job now, not a big job, but next year I will."

"I want things in my life to be better and my counselor assures me that it will. That's something I need to hear and believe."

"This program has made me aware of the need for schools and the things out there for me."

"My sister started the program and my cousins started the program which made me feel left out, but they encouraged me to do it too."

"I have learned so much that I would never had known if my counselor had not kept encouraging me to go to school."